



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

THE SCHOOL REVIEW

A JOURNAL OF SECONDARY EDUCATION

VOLUME XXII

JANUARY 1914

NUMBER I

THE ORGANIZATION OF A LARGE HIGH SCHOOL

JOHN A. BOLE

Eastern District High School, Brooklyn, New York

NOTE.—In this number, the *School Review* begins a series of articles on several important secondary schools. The purpose of each article is to set forth the definite experience of a leading school in one or more administrative problems.—EDITOR.

It is the aim of this paper to describe the process of organization which has been in use for some time at the Eastern District High School. It has to do only with the organization of the pupils of the four years' general course, all of whom are in the main building. At present 1,887 pupils are on register in this course. The course has several variations, offers certain electives, and allows unrestricted promotion by subject. In the first year pupils choose either Latin or German as a foreign language, in the second year there is a choice between French, German, and Greek as a second foreign language, in the third and fourth years there are various electives, domestic science, physics, chemistry, physiography, advanced mathematics, and a third foreign language.

The terms "official class" and "subject class" will be used. An official class is a group of pupils who assemble at the opening and close of school in their official classroom under the charge of their official class teacher, who keeps their records. A subject class is a group which recites any subject together. There is no connection between an official class and a subject class. The term "class" means subject class unless "official" is specifically stated.

information the foregoing Promotion Card was devised; 1A indicates the first term, 1B the second term, etc.

Tentative marks for the term are given by subject teachers to official class teachers about ten days before the state examinations begin. These marks may be altered any time before the end of the term on account of improvement or neglect of work by the pupil, and by the results of the state examinations or the school examinations, which are given during the week of the state examinations in all subjects and grades in which state examinations are not given. A pupil whose work was unsatisfactory but who passes either the state or school examination is credited with the term's work. The number of changes made in the tentative marks is, however, small, not enough to greatly affect the organization based on the tentative marks.

From these marks the official class teacher makes out a promotion card for each pupil in his class. The initial of the subject placed in the proper column indicates what term of each subject the pupil should take. The card shows also from what grade and section the pupil comes and to what grade he is to be promoted, the section being left blank. The following card is a typical one:

Smith,		John		PROMOTED FROM		2B ² *		TO		3A	
(FAMILY NAME)		(GIVEN NAME)		DATE							
SUBJECT	1A	1B	2A	2B	3A	3B	4A	4B	TCHR. I. DOE		
English						E					
Latin											
German						G					
French					F						
Greek											
Math.				M							
Science					S						
History					H						
Elocution											
Drawing						DR.					
Music						MU.					
P. T.						P.T.					

*At the left, 2 means the second year in the school; B is the second half of the year; 2 at the right indicates the second section of pupils of this grade; 2B² is the fifth section.

The promotion cards of each class are accompanied by an alphabetic list of the class on which the promotions are marked as on the cards, and by the summary of the class, that is, a card showing how many members of the class will take each grade of each subject. A class summary follows:

SUMMARY		$2B^5$		PROMOTED		FROM		TO	
(FAMILY NAME)		(GIVEN NAME)						DATE	
SUBJECT	1A	1B	2A	2B	3A	3B	4A	4B	TCHR.
English			3	4	26	2			
Latin		2	7	12	12				
German			2	5	9				
French			2	8	1				
Greek					6				
Math.		1	5	9	20				
Science					26				
History			2	6	23	4			
Elocution			2	11					
Drawing			2	7					
Music					34	1			
P. T.				2	32	1			

These cards and class lists are given to the promotion committee as soon as possible. From the summary cards the grand summary of the school is compiled. This summary shows the total number of pupils who are to take each grade of each subject. From this the number of classes necessary is determined.

The next step is the arrangement of the official classes. The cards are arranged by grades for the next term. If each class is to contain 35 pupils, the cards are placed in groups of 35, like cards being grouped together, but not more than 25 regular cards being put in the same group. The section of the group is then marked upon each card of the group. A card which before read, "From $2B_2$ to $3A$," will now read "to $3A_3$." After each name on the class lists is then noted the section in which the card has been placed and to which the pupil is to be promoted. The official classes are then assigned to official classrooms and teachers, and the list of official class teachers and rooms is made.

The subject classes are now taken up. Two things are essential, a simple notation which designates each class distinctly, and regularity in the general program. To make the general program regular each class is placed at the same period each day it recites. Double periods are eliminated. Instead of a double laboratory period for physics a single period is given with two teachers in charge. Each class is designated by three figures, e.g., 306. The first figure shows the grade of work and the third the period of the day at which it recites. Thus 306 is a third term class reciting the sixth period. A second class in the same subject the sixth period would be 316, a third class 326. If the class recites every day of the week no days are indicated. If it meets except on one or two days the class symbol is followed by X (except), and the initials of the days on which it does not recite, as 306 X WF. If it meets only once or twice a week the symbol is followed by a dash and the initials of the days on which it recites, as 306—WF.

In arranging the classes of any subject two things must be considered, the relation of each class to other classes of the same grade of the subject, and its relation to other subjects which the pupil may take. The general program is most serviceable when the different classes of the same grade of a subject are placed at different periods. If there are six classes in a grade there will be one class at each of the six periods of the day. Care must of course be taken that the total number of classes at any period does not exceed the number of teachers of the subject who are available. In the case of subjects reciting less than five times a week care is taken to afford the greatest number of combinations with other short subjects. English and history, which recite three or four times a week, may be combined with drawing of the same or adjoining grades twice a week, with physical training twice, with music or elocution, each once a week. Drawing, physical training, and elocution or music may be combined.

Next the classes are assigned to the teachers of each subject. For this purpose a sheet of paper is ruled with six horizontal lines, one for each period of the day, and as many vertical columns as there are teachers in the department. The classes can then be easily assigned to the various teachers. Two points are kept in

mind, the equal distribution of work, and the limitation of the number of grades of work assigned to each teacher.

The last step in making the general program is to assign the classes to rooms for recitation. It may happen that there are sometimes more classes to be provided for than there are rooms. In such cases some classes have to be shifted. The assignment of rooms is made by means of cards, one set arranged by teachers, another by rooms. The classes each teacher is to teach are entered on the program card of the teacher. Official class teachers teach, as a rule, their classes in their own rooms. But there are some teachers without official classes and rooms. The subject classes of the official class teachers are entered on the cards for the corresponding rooms, and the unoccupied rooms are then used for the classes of teachers without classrooms. Any rooms still unoccupied are used for study classes, to which teachers, when not teaching, are assigned. When this work is completed the room cards show the teacher and class assigned to each room for each period of the week and the teachers' cards show the room and class assigned. Errors are eliminated by checking the two sets of cards with each other.

The general program is now complete and may be mimeographed. It is arranged by subjects and shows classes, teachers, and rooms. Teachers are designated by numbers according to seniority. Thus the French teachers are F₁, F₂, F₃, and F₄. The English, Latin, and drawing programs for the present 2B grade are given as an illustration.

ENGLISH			LATIN			DRAWING		
Class	Teacher	Room	Class	Teacher	Room	Class	Teacher	Room
401 XThF . . .	9	121	402	2	404	401 TF	3	223
402 XTF	1	211	403	7	212	402 TF	3	223
403 XThF . . .	12	311	404	10	309	403 TF	5	123
404 XTF	1	211	405	8	207	404 TF	3	223
405 XThF . . .	1	211	406	2	404	405 MTh . . .	2	323
406 XMTh . . .	8	122				406 MTh . . .	2	323
412 XMTh . . .	5	422				414 MTh . . .	5	123
						415 ThF	5	123

Up to this point the work can be done by one person with some clerical assistance, which in the Eastern District is furnished by

pupils from the commercial department. The pupils' programs can now be begun. This work can be done best by the smallest committee that can accomplish the task in the time at their disposal. The Eastern District committee consists of five teachers. At the end of the examination week the chairmen of marking committees report to the program committee all pupils whose standings have been changed by the results of the examinations. The official class of the pupil is given on these reports. The class lists with promotions marked show in which of the new classes the pupil's card is, the card is found, and the correction made. The work of making the programs now begins. One member of the committee commences with the programs of the 4B grade, one with 3B, one with 2B, one with 1B. When the programs of a class have been made they are given to the fifth member who counts and records the number assigned to each class. A copy of the general program has been made and hung on the wall, where it can be seen by all members of the committee. When 25 pupils have been assigned to a class a dash (—) is made on this large program after the class, when the number has reached 30 the dash is changed to a cross (+), when 35 have been put in the class the cross is inclosed in a circle (\oplus), and no more pupils are assigned to it. One person can count and record the programs as fast as four can make them.

It is desirable that the official class teacher should teach the pupils of his class. This is accomplished by first providing on the pupils' programs for the subject of the official class teacher. If he is a history teacher, the pupils are first assigned to one of his history classes and then their other subjects are arranged for. These pupils may take the same class in history no matter how they differ in other subjects, or they may be in different classes in history also, but in classes taught by the same teacher.

The new 1A pupils are given straight class programs, while those left back in 1A subjects are for the most part assigned to additional 1A classes, which do not appear on the regular 1A programs.

The programs are made by writing in the blank space to the right of the promotion card, on a line with the subject, the class to which the pupil is assigned in each subject. When the program

is complete a glance will show whether it is correct or not. If the last figure does not occur more than once the program is correct, or it may occur more than once if the subjects combine on the same period. In the specimen program, drawing, music, and P. T. combine respectively with history, mathematics, and English.

Smith,		John		PROMOTED FROM		2B ²		TO 3A ³	
(FAMILY NAME)		(GIVEN NAME)		DATE					
SUBJECT	1A	1B	2A	2B	3A	3B	4A	4B	TCHR. I. DOE
English						E			604
Latin									
German						G			606
French					F				505
Greek									
Math.				M					401
Science					S				502
History					H				503
Elocution									
Drawing						DR.			603
Music						MU.			601
P. T.						P.T.			604

The last step is to transfer the program from the promotion card to the pupil's program card. This is done by each official class teacher for his new class. Each teacher is provided with a copy of the general program. From this he transfers to the program card the information given in regard to the classes indicated on the promotion card. The first day the subject occurs he writes in full in the proper space, for example, 402 L4 Room 404. The next time the initial of the subject "L" is sufficient. When the program is complete "St" is written in all blank spaces on the card. These cards are then stamped by the chairman of the program committee and are given to the pupils the first morning of the new term. Every pupil knows where to go for each period of the week and is obliged to go there, for each teacher inspects the programs of all pupils reporting to his classes and excludes from the room any whose programs do not authorize them to be there.

The 1A pupils and some of the regulars are assigned to definite study rooms on their programs, but most of the pupils are not so assigned. During the first week of the new term pupils having unassigned study periods report at the beginning of such period to the Assembly. From there they are sent with teachers to the rooms available for study periods. If they cannot all find seats in these study rooms they are assigned to any unoccupied seats in rooms where recitations are going on.

Some errors are made by the official class teachers in making the promotion cards and some by the program committee in their work. Some pupils obtain permission from the principal to take work out of the regular order. These corrections and modifications are still to be made. The official class teacher writes on the back of the promotion card a statement of what is required and gives the card to the chairman of the program committee, who indicates what change to make in the program and returns the card to the teacher. This teacher makes on a program card the program indicated and sends the pupil with his promotion card, his first program, and his revised program to the program committee at the close of school. The new program is stamped and the old one taken from the pupil. Each teacher reports the number present at the first meeting of each class. In changing programs sent to the committee for revision care is taken to take the pupil out of large classes and put him in small ones, when there is an opportunity to do so. In this way inequalities which appeared in the classes are to some extent removed. These inequalities are for the most part due to the dropping-out of school of pupils, in some cases to error. However, the only adjustment of classes that is necessary is that made in revising these programs.

The method just described was followed in organizing the school for the present term. The state examinations began on January 15, 1912. Tentative marks for the term were given by the subject teachers to the official class teachers on January 3. From these marks promotion and summary cards were made out and cards and class lists were given to the program committee on January 5. The grand summary showing the total number of pupils who should take each grade of each subject was at once compiled.

For example, the summary for English was: 4B 126, 4A 126, 3B 161, 3A 205, 2B 237, 2A 240, 1B 321, and 86 unfortunates who had to repeat 1A English. The maximum for a class had been fixed at 35. Division by 35 showed the number of sections necessary in each grade. This was for 4B 4, 4A 4, 3B 5, 3A 6, 2A 7, 1B 9, and for 1A 10, as nine new 1A classes were to be admitted.

The general program was completed during the first four days of examination week by the arrangement of classes and assignment of teachers and rooms. The work to this point was done by the chairman of the committee alone, who had been allowed to give his whole time to it. On Monday, January 22, standings of pupils which had been changed by the examinations were reported. January 23 the program committee began making pupils' programs and completed the work in three days of six hours each. The programs were transferred from the promotion cards to the pupils' program cards by the teachers on the afternoons of January 30 and 31.

The organization obtained in the manner described is tolerably satisfactory. Each teacher reported the number present at each recitation for the week of February 13-19. The highest number present at any recitation of the week was taken as the size of the class. The size of classes in the different subjects is shown by the following table:

Subject	No. of Classes Above 1A	No. of Classes Over 35	Average Class
English.....	42	3 (36, 36, 38)	33
Latin.....	29	3 (36, 37, 39)	30
German.....	22	0	28
French.....	21	0	27
Mathematics.....	34	5 (36, 36, 36, 37, 38)	31
Science.....	27	2 (36, 38)	31
History.....	27	1 (36)	31
Elocution.....	27	3 (36, 37, 41)	30
Drawing.....	33	2 (36, 36)	30

The attendance on February 15, 1912, was 1,760. The number of teachers employed is 53, the average of attendance to teacher, 28.

The average number of periods per week taught by teachers in the various subjects is: English, 20.4; Latin, 22.8; German, 23.4; French, 23.5; mathematics, 21.4; science, 21.3; history, 21.7; elocution, 25; drawing, 21.5.

It seems permissible to draw several conclusions. First, promotion by subject does not necessitate small classes, nor classes uneven in size. It is not more expensive than class promotion, but rather more economical, as pupils do not repeat work once satisfactorily done.

Second, if classes are of uniform size a relatively large number of pupils can be taught without overcrowding classes and without overworking teachers. Thirty-five does not seem an excessive maximum for a class. It is easier to teach two classes of 35 each than one class of 40 and one of 20, and ten more pupils have been provided for.

Third, such an organization can be effected in a reasonable amount of time. The aggregate number of hours for which the program committee was relieved from other work was 105.